



Standards and Quality Report

Session 2009-10

The School and its Context

Dyce Academy is a six-year comprehensive school situated in the Northern part of Aberdeen. The school serves the Dyce district of North Aberdeen and the surrounding rural area, including the village of Newmachar, Kingseat and outlying hamlets in Aberdeenshire. There is a mix of private and social housing. The Aberdeenshire plan reflects anticipated growth in the Newmachar area with proposals for 600 houses and a second primary school. The main associated primary schools are Dyce and Newmachar. In addition, the school attracts pupils from other school catchments such as Stoneywood. The roll was 555 in September 2009. The roll in September 2010 was 565. Each session the annual S1 intake is around 110. There are approximately 49 full-time equivalent teaching staff.

The school is managed by a Senior Management Team of 5 (Head Teacher, 3 Depute Head Teachers and 1 School Support Service Manager). We have 7 Faculty Head posts appointed under the new management structure for the school, 6 Principal Teachers (subject specific), 3 Principal Teachers Pupil Support(Guidance) and a Principal Teacher Support(Support for Learning) and 27 teaching staff. The teaching complement in September 2009 was 48.49 full time equivalent made up of 33 full time and 19 part time staff. These teaching staff are supported by 16 non teaching staff. In addition there is a learning support team of just over 4 full time equivalent (6 teachers) which includes Additional Support Needs, Behaviour Support and MICAS provision.

There are 2 teachers and 4 Pupil Support Assistants working in MICAS (Mainstream Integration of Children on the Autistic Spectrum). This caters for young people on the autistic spectrum diagnosed with Asperger's Syndrome, providing them with a base in which they can receive special education suited to their needs. The MICAS curriculum reflects the individual needs of the pupils and addresses specifically the area of life and social skills. Importantly, our aim is for the young person to progress from the base into mainstream school classes for the majority of their time in school. A level of our success is that all MICAS students are fully integrated into mainstream classes by the end of S4. Many MICAS students pursue successful further and tertiary education courses and enter the world of work.

Dyce Academy, the home of Aberdeen City Music School (ACMS) is a national centre of excellence for music. It offers talented musicians from across Scotland the opportunity to follow a highly specialised music curriculum within a comprehensive school. Admission is by audition. There are currently 44 pupils in ACMS, the majority of whom are residential. There is a purpose built residence in the grounds of the school. ACMS and the residence is managed by the Head Teacher with the support of the Director of ACMS, 1 Residence Manager, 2 Depute Residence Managers, 6 House Parents. Specialist tutors from the professional world of music are contracted to work with the individual pupils in their areas of specialist study. This affords the opportunity for a high quality tuition which would only otherwise be available in centres such as London, Glasgow and Manchester. A sophisticated, specialised curriculum has been devised to integrate musical and academic studies. This integrated approach has a positive impact on the ethos and cultural life of Dyce Academy as a school and Aberdeen City as the wider community. At the end of S6 the majority of ACMS students continue their studies in Music at conservatoire level including at the Royal Northern College and Royal Academy of Music in London.

The school's playing fields are adjacent to the campus and are unfenced, hence open to the community. School facilities include a 25 metre swimming pool, multi purpose area, gymnasium and library resource centre which supports both the school and ACMS.

The school's energetic and talented staff have excellent relationships with pupils, parents and the local community. There are strong links with local businesses and a number of them are making a significant impact on the curriculum -

- Work experience links provided by BAA and Aberdeen College provided skills for work opportunities for S3 and S4 pupils.
- Mock Interviews are undertaken by local companies with S4 pupils.

- All S3 pupils are offered the opportunity to participate in experiences at Aberdeen College.
- All S4 pupils are given work experience opportunities with further opportunities given to S5-6 pupils to support particular career interests eg Medicine.
- Extra-curricular involvement by Expro has enabled the school to participate in the Greenpower Challenge project.

The work of the Parent Association enhances these links and the work of the school in general. For example the rolling programme of providing pen drives to S1 pupils is directly financed by the Parent Association. The extensive fund-raising undertaken by the school receives recognition through rewards donated by the Parent Association.

The school continues to explore and expand links with the local community to improve the overall quality of the pupils' experiences in the local and global community. Artefacts have been created for display in the local park and students have been involved in planting trees for the community.

Dyce Academy has developed strong links with Otieno High School in Kisumu, Kenya. This has been funded by the British Council and has enabled an exchange of staff to develop curricular projects involving S1-S4 pupils in Social Subjects, Maths and ICT. The artefact produced by the schools and shared across all Aberdeen City schools is available on our school website. Dyce Academy is recognised as a centre of good practice in promoting Global Citizenship by the Montgomery Development Education Centre.

Fair Trade status has been achieved for the school. The active Fair Trade group successfully challenged the *Schools Health Promotion and Nutrition (Scotland) Act* resulting in amendments to the legislation relating to the sale of Fair Trade products in educational establishments. The Fair Trade group has had an impact on areas as diverse as Home Economics and PE with departments being encouraged to adopt a Fair Trade philosophy towards their purchases.

The school has strong S3-S6 curricular links with Bucksburn Academy. Pupils benefit from a consortium arrangement with Bucksburn Academy where joint timetabling allows a greater degree and flexibility of subject choice by providing an extensive range of courses. This arrangement promotes and enhances senior students' independence of learning and prepares them for moving to a new learning environment.

School Aims

The aims of Dyce Academy have recently been reviewed by a staff working party and supported by the outcomes of an S1-S6 pupil focus group on learning and teaching.

The aims of Dyce Academy are to provide a wide range of interesting and enjoyable educational activities which will provide pupils with opportunities for the development of:

- core areas including Literacy, Numeracy and Health & Well-Being, both within subject areas and across the curriculum
- knowledge and understanding
- abilities talents and interests
- social skills, including the development of self-respect and consideration of others within a structure which allows for the different needs of individual pupils.

We seek to achieve these aims by:

- creating a positive working atmosphere
- using a variety of learning and teaching approaches within a clearly structured framework
- drawing on a wide range of resources
- encouraging pupils to work towards realistic but challenging targets
- monitoring and recording individual pupil's progress
- giving pupils, where appropriate, some choice in, and responsibility for, their own learning
- evaluating current school practices on a regular basis
- providing staff development programmes

We believe that in achieving our aims we will enable young people to develop the confidence, adaptability and skills necessary to take an active and fulfilling role in the world.

Next steps will be to discuss the current school logo and to create a badge which reflects the key strengths of Dyce Academy. We have been working with Aker Solutions, one of our business partners, to involve pupils in the design process.

These discussions, along with the decision to adopt a dress code, have enabled us to take initial steps towards creating a Vision and Values statement that will be shared with all stakeholders.

1.1 – Improvements in Performance

Performance over time -

Year Group		2005	2006	2007	2008	2009	2010
S2 Level E	Reading	70.9%	64.0%	71.7%	66.3%	69.2%	71.3%
	Writing	47.6%	57.0%	49.5%	52.5%	57.7%	60.5%
	Maths	61.2%	61.0%	60.6%	66.3%	66.4%	60.5%

Performance in Reading continues to show an upward trend and is good. Writing performance shows a significant improvement and is considered to be good.

There is a slight dip in performance in Maths at Level E and this will be reflected in Faculty priorities for session 2010-11. However, despite this dip, Maths performance within Dyce Academy overtakes the Aberdeen City average and reflects the national position.

The following information is taken from the ScotXed School Handbook data.

Year Group	Target Measure % S4 Roll	2006/07	2007/08	2008/09	2009/10
S4	5+ @ level 3 or better	97%	95%	93%	93%
	5+ @ level 4 or better	85%	79%	79%	78%
	5+ @ level 5 or better	48%	43%	32%	41%
S5	1+ @ level 6 or better	48%	41%	44%	44%
	3+ @ level 6 or better	20%	24%	29%	21%
	5+ @ level 6 or better	6%	8%	7%	9%
S6	3+ @ level 6 or better	27%	37%	30%	40%
	5+ @ level 6 or better	15%	23%	22%	24%
	1+ @ level 7	15%	12%	13%	18%

Standard Grade results in most subjects areas are good; however, English and Mathematics show room for improvement. All departments have raising attainment as a priority for Session 2010-11 and Action Plans reflect this.

In 2009/10 S4 girls' attainment was lower. This is in line with Aberdeen City and National statistics and departments are monitoring performance.

MidYis statistics in comparison with achievement at the end of S4 are satisfactory. The majority of MidYis predictions are in line with actual results. Examples of subjects which added value to the MidYis predictions are Physics, PE, History and Home Economics.

For those at risk (MICAS, LAC, LAAC, ASN) our learners make good progress at their individual level. Results for Standard Grade and Access courses often match predicted grades. Our strategy for intervention such as Tutorial shows positive impact on the attainment outcomes for these pupils.

Intermediate results overall are good. Areas for improvement have been identified as Intermediate Art, Intermediate Maths and English.

The level of incomplete awards at Intermediate 2 and Higher are causing concern. More rigorous subject selection procedures have been implemented to ensure that pupils are selecting National Qualifications at the appropriate level.

Higher results are good with areas for improvement, for example Higher Art and Design. Higher History and Higher Music continue to be very good. The majority of pupils achieved the grades at Higher that would be expected from their Standard Grade performance and as measured against their target grades.

Attainment trends compare well with comparator schools at national level. Dyce Academy is in line with its comparator schools or performing slightly better.

Our most accurate measure of attainment is at the end of S6. This is due to our consortium arrangement with Bucksburn Academy.

Standards of attainment are evidenced by –

The school uses a wide range of quantitative and qualitative data to effectively identify appropriate learning and teaching with suitable tasks and activities. Students with Individual Education Plans (IEPs) achieve short term targets. Statistical data is used to monitor and coordinate support for ASN/vulnerable pupils. Next steps will be to use similar techniques to target the top 10% to ensure there is sufficient challenge and pace in teaching and learning.

All students in S3 to S6 are involved in individualised target setting which is regularly monitored by teaching staff and guidance staff. Ongoing dialogue between the students and teaching staff supports progression and identifies support necessary for achievement. Through planned reports, pupil planners, early warning systems, parents' meetings, etc, progress towards targets is monitored. Parents are also informed of their child's targets and involved in discussion to support progress. There has been improved tracking of individual progress across the school including departmental profiles, record keeping, pupil evaluations and questionnaires. Some departments are using personal profiling to track and monitor progress.

Increased certification in Intermediate levels, particularly in RMPS has increased. Progression values demonstrate pupils' achievement at an appropriate level at National Qualifications - pupils are given opportunities to strive for entrance levels for Further and Higher Education according to their needs.

In Pupil Support (Guidance) in-depth interviews for all pupils are conducted at set times within the guidance calendar.

Quality of Learners' Achievement

There is good practice evident in that a large number of pupils are involved in the wider life of the school. Students are encouraged to be confident and responsible citizens and are encouraged to transfer skills across subject areas. There is a wide range of opportunities for students to exercise responsibility and take a more active part in the school and wider community.

Areas of good practice include:

- Major Interdisciplinary and cross curricular projects have been undertaken with all pupils in the 1st and 2nd year
- All S3 and S4 students are involved in the wider achievements of Enterprise, Environmental Education, 1st Aid, Thinking Skills, Media
- Fair Trade groups have been established with pupils taking direct responsibility to organise and run the activities. We have achieved Fair Trade Status
- Active and sustainable citizenship links with a school in Kenya have been forged and enterprise activities between the two schools established
- Duke of Edinburgh groups (Bronze, Silver and Gold) are well-established
- Scottish Education Award Finalists 2009 for Active Citizenship

- Aberdeen City Award winners for International Education and Creative Arts
- Eco School working group has been established
- Health Promoting School (Commended) working towards excellence
- Young Engineers (Scottish Winners and European Representatives)
- Go 4 Set and Green Power Challenge project participants
- Regular competitors in the OilSim challenge
- Whole school Sponsored Walk for charity fund-raising with parental involvement
- A strong involvement in whole-school charity events such as Children in Need and Sport for All
- Business links established with local industry in relation to Skills for Work, Manor Oak (Peugeot apprentice scheme) 'Art in the Park' – community project and a variety of subject-related curricular activities
- All S4 have work experience. S3 are offered college placement experience. S5 and 6 have opportunities for work placements.
- Liaison with local industries has expanded. Expro are sponsoring the Green Power Project. Aker Solutions are working closely with Art and Design supporting the design of a new school badge.
- Transform Aberdeen has had a major impact on the school working with The National Theatre of Scotland. This involved a large number of S3-S6 students in designing, writing and performing a unique piece of dramatic theatre at both local and city venues.
- Field trips and parliamentary visits enrich experience
- In addition to S1-3 and S4-6 pupil councils, an ACMS pupil council has been formed which discusses issues related to boarding and the music curriculum
- Pupils participate in the Dyce Academy Parents' Association and also the ACMS Parents' Council
- Senior students have participated in the Aberdeen City Youth Forum
- Pupils' individual achievements are recognised in a variety of ways. Award systems such as Millennium Volunteer (MV) Awards, PEER cards, PRAISE slips are in place according to stage and reflect academic and wider school achievements. Achievements are recognised through Assemblies, Update magazine, Aberdeen City Awards and the school website.
- Residential experience for all pupils in Micas at an outdoor activity centre every year to enhance social skills
- There is a very good transition programme for P7 into S1 including a residential experience at Cullen
- Links formed with the CLD Team – Prince's Trust XL programme set up with 10 pupils and Drugs Awareness programme with parents.

ACMS as a centre of excellence is very good and students achievement is measured against such standards as ABRMS. The majority of pupils exceed musical targets. The majority of ACMS students will achieve Advanced Higher Music or equivalent by the end of S5.

The ACMS curriculum provides many opportunities for masterclasses with professional musicians such as Nicola Benedetti and Cheryl Crockett. Most music school students strive for diploma status. Students participate in a wide variety of local and national music competitions. Many achieve success in these competitions including one student who was recognised as BBC Young Musician of the Year. In Scottish Traditional music one achieved the national accolade of Accordionist of the Year.

Impact of the School Improvement Plan

Developments in the Improvement Plan focus on pupils' performance and progress. Pupils are challenged to attain their full potential but this needs to be reinforced through a focus on the pace of learning and teaching. The audit process is used to inform the whole school High Level Plan and departmental/faculty Project Plans.

Whole school and departmental improvement planning are active ongoing documents. All staff have access to SMT minutes, minutes of SMT Link meetings, departmental meetings and working groups. Staff have spent time during In-Service to familiarise themselves with self-evaluation through improvement planning and are using this in departmental audits.

Regular quality improvement meetings with Faculty Heads/Principal Teachers focus on 5-14, MidYis and national examination results. There is ongoing monitoring by SMT.

All staff have membership of Policy group and are involved in the whole-school policy making process. The majority of the staff are engaged with the working groups of the school.

Regular validation, monitoring and dialogue with the Quality Improvement Officer underpins the schools own quality assurance programme.

Pupil Voice	You get the grades you need and the staff make you work
Parent Voice	Teaching staff are very approachable and offer good support
Staff Voice	Committed to delivering quality even though there are resource issues
Wider Community Voice	Good efforts to work in the community. Pupils are very responsible in supporting charity events.

There are some standards of performance that are good but overall the standard of performance at Dyce Academy is satisfactory. In the Whole School Audit this has been judged as Level 3.

2.1 – Learners' Experiences

Our pupils are highly motivated and participate in their learning. Pupils experience a wide range of Learning and Teaching approaches in classes and are almost all well motivated and show a commitment to their work.

Pupils evaluate and are involved in their learning. All departments value pupil voice in reviewing and evaluating units and courses of works using a variety of methods. Learners set SMART targets and are actively involved in revision and consolidation tasks. Departments are encouraged to display work on classroom walls, on the plasma screen in the foyer and in the corridors.

Class sizes have been maintained at 20 pupils where possible in S1 and S2 as we believe that this makes a major contribution to the quality of learning and teaching. However, this will not be sustainable due budgetary pressures and may need to be reviewed. A Homework Planner is well established which provides a very effective homework monitoring system and the opportunity for communication with parents.

Staff are adopting a collegiate approach to the implementation of Curriculum for Excellence. Use has been made of a designated area in the staff centre to share evidence of good practice in areas such as Interdisciplinary Learning work, Assessment is for Learning and Curriculum for Excellence planning. Peer visits and discussions also took place with our associated primary schools. All departments are ensuring that formative assessment is a feature of their work supported by CPD sessions. The curriculum model for the Junior Phase (S1-S3) has been agreed with all staff, shared with the Parental Association and finalised for the August 2010 intake. The structure of the school day to support this model will be finalised by May 2011. All subject areas have been given support through Learning Unlimited to focus in particular on learning intentions and effective questioning and formative assessment techniques. This focus has been maintained this session.

Classroom observation of teaching and learning is undertaken by SMT and Faculty Heads/Principal Teachers. SMT also receive minutes of departmental meetings, discuss these with Faculty Heads/Principal Teachers and attend focus departmental meetings.

S1-S6 pupils engaged in a series of focus groups with SMT looking in particular at their experience of learning and teaching. Their views have been shared with staff and will contribute to the establishment of a positive behaviour management policy.

There has been additional ICT investment in the school and this has resulted in the provision of Interactive Whiteboards in each teaching area. These are being used in increasingly innovative ways throughout the school.

Pupils are responsible and contribute actively to their community through charity work, ECO schools, Community Art project, Environmental Education, Fair Trade and the National Theatre of Scotland Transform project. The Youth Philanthropy Initiative was established with S5-6 students and as a direct result Newmachar First Responders were awarded £3,000 towards the purchase of a new car. Cross-country and Football are part of a wide range of extra-curricular activities. The school successfully bid for Awards for All and a new fitness suite has been set up. Duke of Edinburgh Awards Scheme, MV (Millennium Volunteer) Awards, Fair Trade, Charities and Eco School all provide pupils with opportunities to develop skills in leadership.

Pupils are treated with equality, fairness and respect at Dyce Academy. There is a strong ethos of inclusion at Dyce Academy and diversity is actively promoted. MICAS, ASN and ACMS pupils are fully integrated into the life of the school albeit having alternative learning opportunities built into the curriculum.

All P7/S1 pupils as part of the Primary/Secondary transition programme participate in a highly successful 3-day residential experience. Annually the MICAS pupils participate in a 2-day residential experience with the focus on building on socialisation skills integral to their alternative curriculum.

Pupil Voice	We can speak to the staff about things that concern us and we know we are listened to – S2 student council
Parent Voice	We are given a lot of information about our child's progress and feel welcome – feedback from S4 Parents' Evening
Staff Voice	Staff are willing to take on new initiatives and we feel supported in taking risks.

We judge overall experience of learners at Dyce Academy as very good. In the Whole School Audit this has been judged as Level 5.

5.1 - Curriculum

The rationale and design of the curriculum

A very broad curriculum is offered to pupils. As they progress through the school students have increasing opportunities for choice. At all stages in the school, the importance of personal education and development is recognised as well as the requirement to ensure that pupils achieve their potential in external examinations.

The school is making progress on designing the S1-S3 curriculum in line with Curriculum for Excellence advice. A Curriculum Map for S1-S6 has been produced and shared with staff and the Parent Association. Progress is being made in the provision of PE entitlement for all pupils.

The development of the curriculum

The curriculum at each stage follows national guidelines and shows good evidence of breadth, balance and flexibility.

Curriculum review and development takes place on a regular basis at departmental level as courses are evaluated and revised. Areas of the curriculum are developed each year based on self-evaluation, feedback from observation and from pupil evaluation. Staff have been engaged in auditing courses against the cross-cutting themes of Health and Well-being, Literacy and Numeracy.

Extended PSE courses in S3/S4 are managed and delivered by cross-curricular teams and are in line with Curriculum for Excellence. A major interdisciplinary curriculum project in S1/S2 was undertaken which involved the majority of departments in the school and engaged with the local community. This will continue to be embedded in our curriculum.

Programmes and courses

S1-S2 pupils receive a broad, general education in line with 5-14 guidelines.

S3-S4 pupils study 7 National Qualification courses at SCQF Levels 3-5. There are some exceptions where individual pupils can take courses at SCQF Levels 6 and 7.

S5 students select 5 National Qualifications from the subject choices offered by Dyce Academy and Bucksburn Academy.

S6 students select 4 National Qualifications and contribute to the wider life of the school in activities such as classroom assistant work and peer support.

The current S3-S4 and S5-S6 examined curriculum is constructed directly from student choice. External providers eg Aberdeen College, enable students to access additional learning opportunities. There is an established link with a neighbouring secondary school to offer greater subject choice in S5-S6. Work Experience, college placement and industry links are continually being developed to enhance the curriculum and to meet individual needs. The Community Learning Development team will support the delivery of the Prince's Trust XL Programme in session 2010-11.

Transitions

The transition programme for P7 to S1 is very good. A regular exchange of visits and information between the academy and its feeder schools make good use of information on learners. The Cullen 3-day residential experience is an example of good practice. Senior pupils are trained to take a leadership role in the Cullen programme and peer support scheme.

Departments are all involved in P7 sample visits and the P7 Parents' Open Evening. Primary school visits by Guidance, Support for Learning and SMT assess the needs of individuals. Through regular Associated School Group meetings we have strong collaborative partnership with our zoned city and Aberdeenshire associated primaries. It should be noted that the in-service calendar for Aberdeen City

and Aberdeenshire do not always coincide. In addition we are developing links and planning jointly with colleagues throughout the Bucksburn ASG through regular ASG meetings.

Careers Scotland support our transition programmes for S2 into S3 and S4 into S5 and S6.

S5-6 students all participate in an organised induction programme to the senior school which involves joint planned experiences with Bucksburn Academy.

Transition at post-16 is judged to be good. The school is above the national average for leavers entering employment and there is evidence of growth in uptake for further and higher education.

The majority of parents and pupils consider the school offers the full range of subjects particular to the needs of their child. Budget and resource constraints are affecting our ability to maintain this range of courses.

Pupil Voice	Most of the teachers try to make the lessons interesting but some need to be more aware of the amount of homework we get in some subjects
Parent Voice	The teaching staff keep good order and my child seems to be very happy in their learning
Staff Voice	The length of the school period can be too long and needs to be reviewed. More opportunities to share good practice and find out about the rest of the school would be of use.

We judge overall experience of the curriculum at Dyce Academy as good. In the Whole School Audit this has been judged as Level 4.

5.3 - Meeting Learning Needs

Tasks, activities and resources

Most of our learners are challenged and supported in their learning. Learning tasks, resources and activities are matched to individual needs and account is taken of prior learning to ensure progress.

The majority of teachers know their pupils well, and take individual learning needs into account when planning and delivering learning activities. Materials are differentiated to meet the varying needs of learners and individual curricula are provided for ASN and MICAS pupils.

Identification of learning needs

Diagnostic assessment is used to identify individual's strengths and weaknesses. Assessment evidence is kept for every individual pupil. Individualised learning programmes are provided for most of our learners and where identified Individual Educational Plans (IEPs) and Co-ordinated Support Plans (CSPs) are in place. Targets are discussed with pupils and shared with parents. An area for development is the involvement of parents in the setting of these targets.

We regularly review and evaluate learners' needs including those whose needs are significantly different from those of their peers. We work effectively with our learners, parents and partnership agencies. This procedure of working within the Integrated Assessment Framework (IAF) supports the Getting It Right for Every Child agenda.

The roles of teachers and specialist staff

Most pupils are well-motivated and feel secure in the school. They state that teachers care for them, recognise that they are taught how to deal with problems and are given appropriate information to

support their learning beyond school. Focus groups have engaged a representative sample of pupils from all year groups in discussions about the quality of learning and teaching. The results of this are being used in whole school discussions and will inform learning and teaching policy on meeting learning needs.

The quality of pastoral care throughout the school is judged to be very good. Parents are satisfied with the level of support provided by Guidance and feel that the curriculum support provided by teachers is appropriate to allow their child to succeed. Guidance staff play a key role in this success but all staff recognise the importance of supporting pupils and ensuring that their needs are met.

Regular reviews and dialogue with parents take place through calendared events such as Parents' Evenings as well as targeted meetings where necessary. Information opportunities for meetings and communication with parents occur as necessary. Discussions have started on the introduction of personal learning plans and e-portfolios for recording achievement and these will be further developed during session 2010-2011.

Support for Learning, Guidance, Additional Support Needs, MICAS, and Pupil Support Base teams within the school provide invaluable support to staff, learners and parents as do Pupil Support Assistants.

Our partnerships with agencies such as Educational Psychology, Social Work and Skills Development Scotland have a positive impact on the learning, support and transition arrangements for pupils. In addition the school works closely with health professionals including the School Nurse and School Doctor. In turn these professionals may make referrals to other outside agencies to support our pupils in terms of their health and well-being.

Meeting and implementing the requirements of legislation

The school has procedures for meeting the needs of legislation. A member of SMT has been designated with responsibility for Pupil Support. A major review of pupil support, in particular pupil mentoring is being discussed.

All staff have been made aware of the implications of the Additional Support for Learning Act and work is ongoing in school to ensure that school practices comply with this. All staff have undertaken relevant child protection training. The Head Teacher is the designated Child Protection Officer.

Pupil Voice	I really value the monitoring meetings and feel that I am being supported in my studies especially at difficult times
Parent Voice	I sent my child to Dyce because I knew the school's support structure would help support me and my daughter. I am glad to say she is flourishing.
Staff Voice	Staff know that they have access to all types of support from a variety of services
Wider Community Voice	This is one of the most successful schools in offering support to second start pupils and has a good track record

We judge meeting learning needs at Dyce Academy as good. In the Whole School Audit this has been judged as Level 4.

5.9 – Improvement Through Self-Evaluation

Commitment to self-evaluation

Staff are committed to self-evaluation. There are regular meetings between SMT and Faculty Heads/Principal Teachers as well as regular Departmental meetings. The school has a good working relationship with the authority and regular meetings with the Quality Improvement Officer responsible for challenging and supporting the school.

Most staff evaluate their own practice and are involved in the Quality Improvement process. The sharing of good practice is encouraged and it would be desirable if this were more regular and extensive particularly in peer observation amongst staff.

We are a collegiate school with all staff involved and engaged in processes to secure improvement. The Improvement Planning process, Policy Committees and staff involvement in working groups all contribute to this collegiate approach.

Many staff make good use of the full range of CPD activities available in-house, locally and nationally, to improve teaching and learning, and further their personal development. As part of the Personal Review and Development process, all staff are given an opportunity to discuss, plan and evaluate their individual CPD programme with their line manager.

Management of self-evaluation

A systematic calendar of observations is completed by SMT and Faculty Head/Principal Teachers annually. All staff use a standard classroom observation tool to inform post-observation discussions thus allowing us to clearly identify strengths and areas for improvement.

Departmental Audits inform the Whole School Audit and curricular discussions between SMT and Faculty Heads. This in turn underpins the School Improvement Plan and contributes to the transparency of the self-evaluation process.

Effective use has been made of an area in the Staff Centre to share good practice, audits of curriculum and Curriculum for Excellence plans.

School Improvement

The School High Level Plan is produced annually and outlines projected progress over a three-year period of key areas for improvement within the school. Very good progress has been made on major developments in planning for Curriculum for Excellence. Departmental Projects Plans articulate well with the High Level Plan for the school.

Staff are reflective practitioners and SMT and PT meetings maintain and develop a whole school approach to improvement. Self-evaluation has been a key focus of in-service delivered by SMT and this is leading to a more rigorous approach to improvement planning. Staff are encouraged to become more confident in using the language of self-evaluation. The engagement with professional dialogue through challenge will continue to be developed.

The successive reduction in funding for core activities over the last few years has presented challenges in maintaining the quality of provision in the school and in allocating finance to areas identified for school improvement.

Pupil Voice	S1-S6 pupils focus groups on learning and teaching
Parent Voice	I need to know how to help my child in their studies I would like to see more regular homework set.
Staff Voice	We need a form of mentoring for all pupils. Clarification of target setting – realistic or aspirational?
Wider Community Voice	The Educational Psychology service recognises Dyce Academy's reflective and inclusive approach to learning and pupils

We judge improvement through self-evaluation at Dyce Academy as good. In the Whole School Audit this has been judged as Level 4.

9.4 – Leadership of Improvement and Change

Support and challenge

SMT have clear link faculty responsibilities and support their faculties through formal discussions, observations and setting targets for improvement. These are regularly monitored and reviewed throughout the session as part of the Improvement Planning process.

Staff have been set demanding targets this year through engagement with the new curriculum design, faculty structures and self-evaluation. Resources, including time, are given to support initiatives.

CPD needs of the newly appointed Faculty Heads have been identified and once the structure is fully implemented, training will be provided to develop leadership skills. All Faculty Heads have been given a whole school responsibility.

Each individual member of staff is provided with opportunities to take a lead role in improvement priorities and whole-school activities such as Transform, Charities Committee and Greenpower.

Creativity, innovation and step-change and continuous improvement

Staff have a coherent vision of what is important for Dyce Academy and are developing resources to provide for all our learners. Inter-disciplinary work is a good example of the creative delivery of the curriculum. Innovative links with business and the local community have resulted in a number of very good projects across the curriculum.

The school is pushing forward by encouraging the development of exciting new courses in line with the Curriculum for Excellence outcomes and experiences. Staff are encouraged to show initiative and take calculated risks. Departments are actively supported to 'open eyes' and embrace new ideas and are given opportunities to exchange ideas.

Staff are given time to consider and embed agreed changes through involvement in policy groups and working parties. This encourages our culture of shared leadership both within the staff and pupils. The Kenya project exemplifies this impetus.

Pupils undertake a range of leadership roles through membership of pupil councils, peer group responsibilities, leading assemblies, Fair Trade group amending national legislation, participation in Aberdeen Youth Forum, Duke of Edinburgh Award Scheme, Youth Philanthropy Initiative, etc. These have a positive impact on the school and the community.

Pupil Voice	Good teachers motivate you and lead you to success
Parent Voice	We are delighted that the school has adopted a dress code
Staff Voice	There needs to be more training for those who are now in new management posts and we need to recognise and support those who have lost their status
Wider Community Voice	The change to a school dress code has improved behaviour in the community

We judge leadership of improvement and change at Dyce Academy as good. In the Whole School Audit this has been judged as Level 4.

Progress on Targets For Action Identified for 2009-10

1 Implementing Curriculum for Excellence through:

- Interdisciplinary projects
- Curriculum design
- Numeracy, Literacy and Health & Well-Being group
- Transition programmes between the ASG's – including Cordyce School
- Review of timetabling structure and architecture alongside Bucksburn Academy to retain the good practice of the link
- Review of the school day

Very good progress has been made in each of these areas. The review of timetable structure remains a key action point for session 2010-11 as does the review of the school day.

2 Review extended PSE in S3/S4

Changes to the curriculum structure for S1-S3 have changed our priorities in this area and the focus has now become the development of extended PSE in S1-S2 which is now being progressed.

3 Evaluation of 2008-09 S2 Curriculum Projects and implementation of 2009-10 Curriculum Projects to develop Curriculum for Excellence capacities

Projects were reviewed and revisions made for 2009-10. Most departments engaged in the delivery of and evaluation of the projects.

4 Respond to proposals for changes to national curriculum structure and certification arrangements

There are still major questions to be answered in terms of certification arrangements. All departments have engaged in discussion relating to the delivery of the experiences and outcomes but await further clarification from the SQA in relation to National Courses and assessment.

5 Formulation of procedures in S1-S3 which take account of AiFL practices in relation to CFE Experiences and Outcomes so as to ensure progression

CPD on AiFL has taken place and all departments are encouraged to be consistent in approach and embed AiFL into teaching plans and engage in pupil dialogue. Curriculum for Excellence Experiences and Outcomes have been audited and curricula have been designed. A whole school audit of levels, depth and breadth of learning is being developed.

6 Encouraging parental involvement

This is ongoing. We continue to offer opportunities for parents to engage with the life and work of the school. This will be a standing item in our School Improvement Plan as the population of our parent group continues to change. We have a very positive Parent Association but would welcome more members and further involvement. A successful Drug Awareness Programme for parents was offered through Community Learning and Development and Drugs Action. This will be built upon in future years.

7 Engage the school, City of Aberdeen and the local Community in a Transform project with the National Theatre of Scotland

A hugely successful project was completed in March 2010. This involved pupils, staff, parents and the local community, supported by the National Theatre of Scotland, Determined to Succeed, Power Learn and the Arts Council, in a major piece of theatre.

Wider Achievement

- 1 The school provides a wide range of extra-curricular activities:
 - Junior, Senior and Staff choirs
 - Guitar group, Brass group
 - Athletics, Badminton, Basketball, Boxercise dance, Kick boxing, Cross Country, Duke of Edinburgh (Gold, Silver and Bronze), Golf, Gymnastics, Girls' Football, Indoor Hockey, Netball, Table Tennis, Trampolining,
 - MV Awards and Young Philanthropists
 - Modern Languages Club, Maths Club
 - Eco Group is working towards Silver status
 - Health Promoting Group has achieved Commended status
 - Fair Trade School
 - Young Enterprise
 - Active Schools Award Activities – Hip Hop Dance, Cheerleading, etc
- 2 Pupils are encouraged to engage in community events and to take responsibilities through:
 - Fund raising events (Children in Need, Shoe Box Appeal, Red Nose Day)
 - Supporting their selected charities – CLAN and Guide Dogs for the Blind through a variety of events
 - Organising MacMillan Coffee Mornings
 - Organising a Fair Trade Jewellery Evening and Fashion Show
 - Organising a Fair Trade Coffee Morning
 - Organising a "Dyce Has Talent" competition raising funds to support the services in the aftermath of the Miller platform disaster
 - Planting tubs to brighten the environment. School garden being established
 - Building a greenhouse and growing vegetables
- 3 Aberdeen City Children and Young People Awards – winners in 2 categories (Culture and Global Citizenship), Teacher of the Year and individual pupil recognition for sport and music
- 4 Go4Set built and raced a green power kit-car in competition with other North East schools
- 5 Kenya project – successfully bid for a second Grant from the British Council. Exchange of 2 members of teaching staff and projects between the 2 schools
- 6 Major work with the National Theatre of Scotland. Dyce Academy was one of 10 national project winners.
- 7 Aker Solutions and Aberdeen Airport established as new business links
- 8 BP Science projects – initial discussions taken place

ACMS Achievements

Major Developments

- New boarding – ACMS moved into new purpose-built boarding accommodation in January 2010

Musical Developments

- Jazz performed for the first time in the Music Hall concert to much acclaim. This is now well established.
- Dyce Academy Staff and School choirs performed Adiemus at the annual March concert held in the Music Hall open to the general public. This involved musicians from both Dyce Academy and ACMS.

Supporting the Community

- ACMS performed for a city staff event in the Beach Ballroom in October
- ACMS gave a lunchtime concert in the Cowdray Hall in February 2009
- ACMS pupils performed with ACC Youth Symphony Orchestra in the Christmas and Spring Concerts.
- Annual concert given at Dyce Parish Church to members of the congregation and wider community
- Concert of Light Music given at Dyce Academy – this was open to the local community and performed to a full house
- There was a concert at Jimmy Chung's restaurant in June

Major Events

- A concert in the Cowdray Hall given by S1-S4 in the summer of 2009
- The annual concert in the Music Hall with a capacity audience of 1200. Donations received from the audience have gone to our Guide Dog for the Blind appeal and to support the education of 2 pupils in Kisumu, Kenya.
- The joint concert with the other music schools (Glasgow, Edinburgh and Plockton) given at Edinburgh City Music School took place in November 2009
- Participation in the Holocaust Memorial Concert